

	Design	Make	Evaluate	Technical Knowledge
Year 1	<ul style="list-style-type: none"> <li>-Creating labelled drawings</li> <li>-Drawing a picture of a product fit for purpose</li> <li>-Drawing a design for a fruit skewer, considering pattern and size of fruit pieces</li> </ul>	<ul style="list-style-type: none"> <li>-Cutting out a template</li> <li>-Attaching an image to a slider with tape</li> <li>-Cutting a slot for a slider, after a hole has been punched)</li> <li>-Using observational measuring to join materials</li> <li>-Following a design to make a product</li> <li>-Practicing cutting skills using playdoh, focusing on hand positions and knife movement</li> <li>-Cutting soft fruits using the claw grip</li> <li>-Adding fruit to a skewer</li> </ul>	<ul style="list-style-type: none"> <li>-Using senses to explore soft fruits</li> <li>-Evaluating a product – does it look like the design</li> <li>-Evaluating a moving picture against how well it moves</li> <li>-Evaluating a bird stable against whether it stands</li> <li>-Evaluating a fruit skewer against how it tastes</li> <li>-Considering what they like and dislike about their product</li> </ul>	<ul style="list-style-type: none"> <li>-To understand the purpose of a slider</li> <li>-To understand that a slider mechanism has a slider, slots, guides and an object</li> <li>-Understanding the purpose of a free standing structure</li> <li>-To understand that materials can be joined using tabs, slots, flange and tape</li> <li>-To understand the importance of hand washing and basic food hygiene</li> <li>-To understand which utensils to use to cut soft fruits</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>-Designing a template following a design criteria</li> <li>-Including puppet decorations in design</li> <li>-Design a moving vehicle, following a design criteria, labelling key parts</li> </ul>	<ul style="list-style-type: none"> <li>-Attaching a template to material using pins</li> <li>-Using scissors to safely cut around a template</li> <li>-Using glue and staples to attach decorations to a puppet</li> <li>-Using card triangles to ensure wheels are in line</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluating a puppet considering if it does the same as the existing puppets looked at</li> <li>-Evaluating how well materials are joined</li> <li>-Evaluating how well a vehicle moved</li> </ul>	<ul style="list-style-type: none"> <li>-To understand two pieces of fabric can be joined together using staples</li> <li>-To understand hand puppets need a space left for the hand to fit in</li> <li>-To understand that tape might not be suitable for</li> </ul>

	<ul style="list-style-type: none"> <li>-Design a salad that is appealing to others through drawing and labelling elements, including whether ingredients are to be sliced, peeled etc (Using a list of available vegetables)</li> <li>-Adding simple sentence to a design to explain the process that will be followed.</li> </ul>	<ul style="list-style-type: none"> <li>-Measuring accurately to ensure the axle is straight</li> <li>-Recreating design on car chassis</li> <li>-Creating axles using wheels and dowels</li> <li>-Using a peeler to peel a carrot (to remove the skin) and cucumber (to create ribbons)</li> <li>-Using a grater to grate a carrot</li> <li>-Cutting/slicing a pepper</li> </ul>	<ul style="list-style-type: none"> <li>-Testing a vehicle to determine if it meets the design criteria</li> <li>-Describing texture and taste of vegetables</li> <li>-Evaluate a product considering what they like and what they would change</li> </ul>	<ul style="list-style-type: none"> <li>attaching decorations to a puppet</li> <li>-To know wheels need to be round to rotate and move</li> <li>-To understand that the axle must be in the same place on each wheel for it to move in a straight line</li> <li>-Understanding the difference between fruits and vegetables</li> <li>-To understand hygiene and safety rules when working with knives</li> <li>-To understand the reasons for using a chopping board</li> <li>-To understand that creating a flat surface on an ingredient makes it easier to cut/slice</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>-Creating a design criteria as a class</li> <li>-Designing a Christmas tree decoration through sketches and annotations, along with</li> </ul>	<ul style="list-style-type: none"> <li>-Using an overstitch to join two pieces of material together</li> <li>-Creating a template on card according to their designs</li> </ul>	<ul style="list-style-type: none"> <li>-Testing suitability of a decoration by hanging it from a pencil</li> <li>-Evaluating a product considering success and what could be improved</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to thread a needle</li> <li>-To understand how to create an overstitch</li> <li>-To understand that a gap will need to be left in</li> </ul>

	<p>any key features they want to explain</p> <ul style="list-style-type: none"> <li>-Creating a design for a bridge with a partner, including simple measurements and annotations</li> <li>-Following class design criteria to design a smoothie in small groups</li> <li>-Consider equipment, ingredients and method when designing</li> </ul>	<ul style="list-style-type: none"> <li>-Attaching template to fabric before cutting out</li> <li>-Adding a hanging loop before stitching a decoration closed</li> <li>-Adding decoration to their product (according to their design) using fabric pens, glue, sequins etc.</li> <li>-Using materials to create squares, then reinforcing using triangulation</li> <li>-Using a ruler to measure accurately</li> <li>-Cutting fruits using the claw method</li> <li>-Peeling fruits/vegetables</li> <li>-Using a hand blender to make a smoothie</li> <li>-Consider size of the fruit they are cutting in relation to blending</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing how skills could be transferred to create a decorative pillow</li> <li>-Test the stability of a bridge, can a car travel across it?</li> <li>-Evaluating the taste, smell and texture of a smoothie</li> <li>-Evaluating a smoothie against suitability for children</li> <li>-Providing feedback to others about their smoothie</li> <li>-Considering improvements based on feedback from others</li> </ul>	<p>order to add stuffing to a decoration</p> <ul style="list-style-type: none"> <li>-To understand the purpose of a bridge</li> <li>-To understand structures have been reinforced using triangulation</li> <li>-To understand that materials can be joined together and strengthened using pipe cleaners, card and tape</li> <li>-To understand smoothies can be made using milk, juice or yoghurt</li> <li>-To understand smoothies can contain vegetables as well as fruit</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>-Designing a Christmas card using annotations to add detail, including the direction of</li> </ul>	<ul style="list-style-type: none"> <li>-Create a prototype of a Christmas card working with a ruler for measuring, adding key</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluating the function and design of a product against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the terms lever and pivot and how they create a</li> </ul>

	<p>movement and place of pivot</p> <ul style="list-style-type: none"> <li>-Create a design criteria for a torch to suit its purpose</li> <li>-Desing a torch using a cross section diagram that includes annotations and labels of key areas and materials needed</li> </ul>	<p>measurement to original design</p> <ul style="list-style-type: none"> <li>-Using design and measurements to make a Christmas card</li> <li>-Experimenting making switches using given measurements</li> <li>-Making a torch using joining techniques, including gluing card over to hide joins</li> <li>-Measuring and cutting accurately for a better finish</li> <li>-Considering what parts need to be accessed before joining materials together (e.g. bulb)</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluating successes of a product, considering challenges faced and how they were overcome, along with future improvements</li> <li>-Testing torches against design criteria</li> <li>-Discussing which parts of the torch may have been more successful</li> </ul>	<p>mechanism for movement</p> <ul style="list-style-type: none"> <li>-Understand why torches are used</li> <li>-Understand torches have circuits inside them</li> <li>-Understanding different types of bread can be used to make sandwiches</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>-Designing a Christmas stocking using an exploded diagram, indicating how they will attach their finishing techniques</li> <li>-Designing a simple crane using exploded</li> </ul>	<ul style="list-style-type: none"> <li>-Using a blanket stitch to join two pieces of material</li> <li>-Creating and cutting out a template to be able to make a stocking</li> </ul>	<ul style="list-style-type: none"> <li>-Testing stocking to see if it meets the practical elements</li> <li>-Evaluating the purpose of a product</li> <li>-Providing feedback to a peer about their product</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding that attaching materials in reverse will provide a neater finish</li> <li>-Understanding that attaching buttons through sewing is</li> </ul>

	<p>diagrams and sentences to explain areas that have been reinforced and illustrate how the pulley will work</p>	<ul style="list-style-type: none"> <li>-Attaching material in reverse to ensure a neater finish</li> <li>-Attaching a loop to enable stocking to be hung on a Christmas tree</li> <li>-Using triangles to reinforce pulley</li> <li>-Following a recipe to make a flatbread</li> <li>-Using scales and measuring spoons to accurately measure ingredients</li> <li>-Kneading dough to make a flat bread</li> <li>-Using an oven to bake a flat bread</li> </ul>	<ul style="list-style-type: none"> <li>-Testing pulley to see if it will fit across desired gap and lift desired weight</li> <li>-Evaluating a flat bread, considering successes and challenges along with what they would do different next time</li> <li>-Evaluating a flat bread in regard to use, e.g. could you dip it in the houmous?</li> </ul>	<p>stronger than attaching with glue</p> <ul style="list-style-type: none"> <li>-Understanding how pulleys and gears work</li> <li>-Understanding the need for rulers when measuring to ensure accuracy</li> <li>-Understanding that bread is packaged in different ways to appeal to different audiences</li> <li>-Understanding that yeast makes bread rise</li> <li>-Understanding nutritional information of white bread and a flat bread</li> <li>-Understanding scales and measuring spoons can be used for measuring ingredients</li> </ul>
<p>Year 6</p>	<p>-Designing a Christmas card with an LED light, including components of a circuit using an</p>	<p>-Making a prototype of a Christmas card, including components for LED light and circuit</p>	<p>-Evaluate Christmas card against design criteria and complete feedback form about their card</p>	<p>-Understanding that copper tape conducts electricity and can be used in place of wires in</p>

	<p>annotated exploded diagram</p> <ul style="list-style-type: none"> <li>-Creating a design criteria as a class for a bird box</li> <li>-Creating a list of ingredients based on the dietary requirements of a peer</li> </ul>	<ul style="list-style-type: none"> <li>-Using prototype and design to make Christmas card, cutting copper tape to required length</li> <li>-Marking lines for cutting and holding the saw correctly to cut a piece of wood</li> <li>-Sawing wood to given measurements and attaching them using a glue gun, card joints and card corners to make a square</li> <li>-Making a bird box using class design criteria, with a pre cut hole for the bird</li> <li>-Adapting a fajita recipe to suit dietary requirements</li> <li>-Using the claw method and grater to prepare ingredients to make a fajita</li> <li>-Using a frying pan to cook fajita ingredients</li> </ul>	<ul style="list-style-type: none"> <li>-Completing a feedback form about a peers card</li> <li>-Using product and feedback form from a peer to complete evaluation about their own Christmas card</li> <li>-Completing a peer feedback form against another bird box within class</li> <li>-Evaluating a bird box against design criteria and peer feedback card</li> <li>-Evaluating fajita, considering design criteria, feedback form audience and future improvements to be made</li> </ul>	<p>a circuit for a Christmas card</p> <ul style="list-style-type: none"> <li>-Understanding the need for safety equipment when working with wood and tools</li> <li>-Understanding the different ways in which wood can be joined</li> <li>-Understanding the safety rules for using a saw</li> <li>-Understanding the safety rules for using a glue gun</li> <li>-Researching bird boxes and understanding their features</li> <li>-Understanding that seasonal foods are fruits and vegetables that are ripe and ready in a particular season</li> <li>-Understanding summer is when onion are in season in the UK</li> <li>-Understanding the benefits of seasonality</li> <li>-Understanding that transporting foods</li> </ul>
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